

Oakura School Annual Report 2024

Tēnā koutou e te whānau o Oākura School,

As we reflect on 2024, it is clear that this has been a year of growth, achievement, and connection for our school community. Guided by our recent motto, *Be Our Best*, we have continued to strengthen our culture of excellence, belonging, and resilience.

Our strategic goals—Hauora, Akoako, and Hōkai Nuku, Hōkai Rangi—have been at the heart of everything we do. We have made meaningful strides in fostering well being, refining our curriculum, and deepening our understanding of Te Ao Māori. From the classroom to the sports field, from kapa haka to AIMS Games, our tamariki have embraced opportunities to learn, lead, and thrive.

The success of 2024 is a testament to the dedication of our staff, the enthusiasm of our students, and the unwavering support of our whānau and wider community. Together, we have created an environment where every child is encouraged to be their best.

As we look ahead to 2025, we do so with excitement and purpose, knowing that Oākura School is a place where learning is enriched, relationships are nurtured, and excellence is pursued with determination.

Ngā mihi nui,

Dave Smith
Principal, Oākura School

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Oakura Board of Trustees

Paul Veric (Presiding Member), Grant Aitken (Property), Hayley Bennett (Personale), Jodie Orchard (Health and Safety / Policies), Nathan Vazey (Finance), Kiri Bailey (Te Ao Māori - Co-opted Member), Dave Smith (Principal), Ulla Page (Staff Representative), Amanda Cavey (Board Secretary).

Statement of Variance

Our statement of variance shows the progress that we have made over the last year towards achieving the targets set out in our annual implementation plan. It offers explanations for any differences and how we will address targets that were not achieved.

Strategic Goal 1:

Hauora - To enhance our school culture and uplift collective wellbeing and resilience

Annual Target/Goal:

To improve students' pro social culture and strategies so that responses in the NZCER Wellbeing@School Survey show an increase to 70% positive responses in 'Prosocial Student Culture' and 'Students' Social Strategies

- 1.1 Strengthen and embed collective hauora, wellbeing and resilience so that all ākonga experience educational success at Ōakura School
- 1.2 Review and refresh the Health and Hauora Curriculum to reflect and promote healthy attitudes, values and Mātauranga Māori
- 1.3 Develop holistic, personalised learning pathways alongside ākonga and their whānau

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1	Staff are aware and integrate whānau aspirations into classroom programmes, and support ākonga to set SMART goals and reflect on the progress towards these goals.	Staff are aware of whānau aspirations and support ākonga to set SMART goals, reflecting on the progress towards these goals regularly, students will make progress across the curriculum First day of school whānau hui, priority learner hui with whānau, shared NE meetings with whānau shared with kaiako, whānau survey for NE, Yr 4 and Yr 7 students.	Actions completed.	2025 Strategic Goal:Review our current 'reporting to parent' practices to ensure whanau are getting up-to-date and relevant information aligned with our strategic goals/progress. These need to align with MoE guideline and expectations

Action 2	Attendance data shows an increase in attendance and engagement and a process is followed to identify 'at risk' students with strategies to improve attendance employed Staff and ākonga have improved wellbeing and resilience with schoolwide practices being developed and adopted that are inclusive of whānau and hapū aspirations.	Staff are aware of student needs and areas for improvement are identified and explicitly planned for, data shows improved responses Goals set in classrooms term 1, development of classroom culture and tikanga - ensure all tamariki are valued. Attendance data is reviewed termly with actions set to improve student attendance and engagement, and this is communicated with whānau	Focus was on developing a wellbeing model. However, it became apparent that different sets of Values were being taught to the children and the Learner profile had become confused. Moved into a full Review of our vision, values, and learner profile to ensure they align with our strategic goals and reflect the evolving needs and aspirations of our school community.	Attendance data will be monitored by Deputy Principals aligning with MoE expectations and guidelines. Attendance data will be reported to our BoT.
Action 3	A realtime, personalised and user friendly SMS is adopted to gather data and report to whānau, staff will undertake with PLD to ensure a successful roll out for 2024.	Explore other versions of SMS available and decide on what best fits our needs as a kura.	HERO roll-out will begin in 2025. As per the updated strategic goals set in Term 2, 2024	2025 Strategic Goal: Review our current student management system to ensure it effectively supports data-driven decision-making, streamlines administrative processes, and enhances communication with students, staff, and whānau.

Strategic Goal 2:

Akoako - To learn and achieve highly through a refreshed, localised curriculum

Annual Target/Goal:

Writing – To shift our achievement levels in writing from 81% (319/391) of students achieving ‘at’ or ‘above’ to 86% or more (340/391).

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1	Refresh the Ōakura School Local Curriculum and assessment practices throughout the progression of Te Mātaiaho to ensure high student achievement across the curriculum	Achievement Data. Priority learners interventions. Assessment practices in mathematics will be reviewed and aligned to meet the needs of ākonga and in line with NZC Mathematics Progressions	Assessment practices reviewed for Mathematics. Achievement data analysed and used to guide future teaching.	‘Make it Count’ and ‘Doing the basics brilliantly’ - structured literacy’ - embedding the refreshed numeracy and literacy curriculums across the school
Action 2	Maintain a high standard of professional learning and knowledge throughout the refresh	Teacher only Days. Evidence within planning. Professional development. The Ōakura School Mathematics Curriculum is developed and implemented, with updated progressions being used to guide teaching and learning of mathematics.	Through advice from our ERO partner, we developed an Inquiry cycle / model that ensures all curriculum areas are targeted and taught to tamariki throughout their time at Ōakura School.	A new maths programme to be introduced in 2025 - ‘Maths No Problem’.
Action 3	Review the Ōakura School Learner Profile to reflect Te Mātaiaho with an emphasis on wellbeing	Updated learner profile / changes made as necessary.	Moved into a full Review of our vision, values, and learner profile to ensure they align with our strategic goals and reflect the evolving needs	Embedding our new vision and values across our kura.

			and aspirations of our school community.	
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Strategic Goal 3:

Hōkai Nuku, Hōkai Rangi - To grow our knowledge and expertise in Te Ao Māori

Annual Target/Goal:

- 3.1 Enhance the relationship with Ngāti Tairi and work in partnership with them to ensure our curriculum upholds the values of Ngāti Tairi
- 3.2 Improve and embed our understanding of Te Tiriti o Waitangi and our role in honouring this
- 3.3 Increase our capability to understand, know and use te reo me hōna tikanga

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1	Enhance the relationship with Ngāti Tairi and work in partnership with them to ensure our curriculum upholds the values of Ngāti Tairi	Rebranding currently taking place - Ngāti Tairi will be consulted throughout the entire process and engage in whānau hui. Any tikanga processed that are introduced / review will be completed in consultation with Ngāti Tairi.	Whānau and Ngāti Tairi are engaged in partnership with Ōakura School for improvement in outcomes Whānau hui, values consultation, use of macron consultation, Tash's poroporoaki and Dave's pōwhiri. Te Ara Taiao TOD.	A refreshed tohu/logo will be developed, and incorporated into all school communications, signage and sports uniforms
Action 2	Improve and embed our understanding of Te Tiriti o Waitangi and our role in honouring this	The Taku Reo Survey is completed by Yr 4 – 8 students and termly goals are identified. A version for younger students is developed and used to	Termly goals are set to improve the use of Te Reo Māori based on results from the survey, these are communicated with whānau Year 4-8 students have completed	A sustainable model will be developed for additional rōpu that reflects Ngāti Tairi kaupapa and kawa and whānau aspirations.

			identify areas for improvement in the normalisation of te reo Māori at Ōakura School	the Taku Reo survey, this has been summarised to share with staff, Board and whānau in term 2.	
Action 3		Increase our capability to understand, know and use te reo me hōna tikanga	Professional Development. Staff participate in Te Reo Māori with Te Ataarawea Expectations upheld to ensure 4a level status can be maintained and grown.	We decided to have our Kaiarahi teach our staff. We implemented a system whereby Whaea Monica taught the teachers prior to them team teaching the children.	Improved ākonga levels of te reo Māori

Goals moving forward with Key Actions and Measures

Hauora To enhance our school culture and uplift collective wellbeing and resilience		
Key Actions	1. Review our current behavioural procedures: develop and maintain a positive behavioural system that rewards students demonstrating the school values and achievements. Ensuring school-wide consistencies.	
	2. Review our current student management system to ensure it effectively supports data-driven decision-making, streamlines administrative processes, and enhances communication with students, staff, and whānau.	
	3. Review our current ‘reporting to parent’ practices to ensure whanau are getting up-to-date and relevant information aligned with our strategic goals/progress.	
Measures	Wellbeing Survey: Me and My Schools	
	Connectedness Survey: Individual classes	

Akoako To learn and achieve highly through a refreshed, localised curriculum		
Key Actions	1. Implement a robust Professional Growth Cycle system: including reflective practice and alignment with the strategic goals of the school.	
	2. Review our vision, values, and learner profile to ensure they align with our strategic goals and reflect the evolving needs and aspirations of our school community. Make changes as necessary.	
	3. Develop an Inquiry cycle / model that ensures all curriculum areas are targeted and taught to tamariki throughout their time at Oākura School.	
	4. ‘Make it Count’ and ‘Doing the basics brilliantly’ - structured literacy’ - embedding the refreshed numeracy and literacy curriculums across the school.	
Measures	Academic Data: Reading, writing and math analysis.	
	SIFs - School Improvement Framework.	

Hōkai Nuku, Hōkai Rangi To grow our knowledge and expertise in Te Ao Māori		
Key Actions	1. Provide relevant and level appropriate professional development to staff to develop their understanding of tikanga, te ao Māori, te reo, and cultural capacity.	
	2. Aligning with Ngāti Tairi, whanau hui ropu and our wider community, create our ‘Oākura School tikanga’.	
	3. Investigate and explore the potential of a bilingual class at our kura, adopting a model based on best practice for second language acquisition	
Measures	Akonga Māori MASAM survey.	
	NZCER PAT - Reo	

Overall Achievement for Reading, Writing, Mathematics 2024

End of Year Achievement READING DATA SUMMARY 2024

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	14 67 %	5 23%		2 10 %													21
Year 1 EOY	3 6%	12 26%	24 51%	4 9%	3 6%	1 2%											47
Year 2 EOY		1 2%	1 2%	24 55%	6 14%	12 27%											44
Year 3 EOY				1 2%	1 2%	31 71%	11 25%										44
Year 4 EOY					2 4%	3 6%	30 61%	14 29%									49
Year 5 EOY			1 2%		1 2%	1 2%	3 6%	8 15%	37 71%	1 2%							52
Year 6 EOY					1 2%			3 6%	4 9%	3677 %	3 6%						47
Year 7 EOY								2 4%	1 2%	3 7%	1328 %	19 41%	7 15%	1 2%			46
Year 8 EOY										1 3%	5 13%	4 10%	13 33%	9 23%	6 15%	1 3%	39

End of Year Achievement READING DATA SUMMARY 2023

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	15 71%	6 29%															21
Year 1 EOY	2 5%	9 21%	30 70%	1 2%	1 2%												43
Year 2 EOY		1 2%	1 2%	32 65%	11 22%	4 8%											49
Year 3 EOY		1 2%	2 4%	2 4%	9 18%	19 39%	14 8%	2 4%									49
Year 4 EOY			1 2%		2 4%	9 18%	38 76%	3 6%									50
Year 5 EOY			1 2%				5 11%	12 27%	25 57%	1 2%							44
Year 6 EOY						1 2%	2 4%	5 11%	26 58%	7 16%							45
Year 7 EOY								1 3%	2 8%	7 19%	6 16%	9 24%	10 27%	2 8%			37
Year 8 EOY							2 4%			4 8%	3 6%	12 24%	16 31%	8 16%	5 10%	1 2%	51

End of Year Achievement WRITING DATA SUMMARY 2024

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	11 52%	10 48%															21
Year 1 EOY	6 13%	11 23%	28 60%	2 4%													47
Year 2 EOY		1 2%	10 23%	27 61%	6 14%												44
Year 3 EOY				2 5%	12 27%	23 52%	7 16%										44
Year 4 EOY			1 2%	4 8%	6 12%	9 18%	22 45%	7 14%									49
Year 5 EOY			1 2%		3 6%	4 8%	4 8%	12 23%	23 44%	5 9%							52
Year 6 EOY					1 2%			2 4%	15 32%	24 51%	4 9%	1 2%					47
Year 7 EOY							1 2%		3 7%	6 13%	10 22%	1430 %	10 22%	1 2%		1 2%	46
Year 8 EOY										1 3%	6 15%	7 18%	15 38%	8 20%	1 3%	1 3%	39

End of Year Achievement WRITING DATA SUMMARY 2023

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	14 70%	6 30%															20
Year 1 EOY	2 5%	17 40%	22 51%	2 5%													43
Year 2 EOY		2 4%	14 29%	31 63%	2 4%												49
Year 3 EOY		1 2%	4 8%	12 24%	18 36%	9 18%	4 8%	2 4%									50
Year 4 EOY				4 8%	5 9%	25 47%	15 28%	4 8%									53
Year 5 EOY			1 2%			2 5%	6 14%	15 35%	15 35%	4 9%							43
Year 6 EOY						2 5%	2 5%	5 11%	7 16%	23 52%	5 11%						44
Year 7 EOY								1 3%	2 5%	6 16%	10 27%	8 22%	7 19%	1 3%	1 3%	1 3%	37
Year 8 EOY						1 2%	1 2%		1 2%	3 6%	7 14%	8 16%	15 30%	10 20%	3 6%	2 4%	51

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End of Year Achievement Mathematics DATA SUMMARY 2024

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	8 38%	10 48%	3 14%														21
Year 1 EOY	3 6%	3 6%	34 72%	5 11%	2 4%												47
Year 2 EOY			7 16%	25 57%	8 18%	1 2%	3 7%										44
Year 3 EOY				1 2%	4 9%	27 61%	12 27%										44
Year 4 EOY					5 10%	11 22%	24 49%	7 14%	2 4%								49
Year 5 EOY				1 2%	2 4%	4 8%	6 12%	12 23%	25 48%	2 4%							52
Year 6 EOY								1 2%	9 19%	35 74%	2 4%						47
Year 7 EOY							1 2%	1 2%		3 7%	12 26%	15 32%	12 26%	2 4%			46
Year 8 EOY										1 3%	3 8%	5 13%	19 49%	6 15%	4 10%	1 3%	39

End of Year Achievement Mathematics DATA SUMMARY 2023

Record the number of pupils achieving at that level.

Levels	Pre	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total
Year 0 EOY	13 65%	6 30%	1 5%														20
Year 1 EOY	1 2%	3 7%	34 80%	3 7%	2 5%												43
Year 2 EOY		1 2%	4 9%	34 72%	8 17%												47
Year 3 EOY			5 10%	2 4%	21 42%	15 30%	6 12%	1 2%									50
Year 4 EOY				1 2%	11 21%	16 30%	25 47%										53
Year 5 EOY							3 7%	9 20%	32 73%								44
Year 6 EOY						3 7%		6 13%	4 9%	30 67%	2 4%						45
Year 7 EOY									3 8%	3 8%	8 21%	15 39%	3 8%	6 16%			38
Year 8 EOY						1 2%		1 2%		5 10%	6 12%	14 27%	13 25%	9 18%	1 2%	1 2%	51

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Key : Well below Below At Above (At the end of the year level)

Reading:	Below/Well below	At	Above
School-wide	29 / 389 7.5%	279 / 389 71.7%	81 / 389 20.8%
Male	17 / 201 8.5%	154 / 201 76.6%	30 / 201 14.9%
Female	12 / 188 6.4%	125 / 188 66.5%	51 / 188 27.1%
Māori	5 / 46 10.9%	37 / 46 80.4%	4 / 46 8.7%
Pasifika		1 / 1 100%	
NZ European	28 / 321 8.7%	229 / 321 71.3%	64 / 321 20.0%

Writing:	Below/Well below	At	Above
School-wide	52 / 389 13.4%	283 / 389 72.8%	54 / 389 13.8 %
Male	33 / 201 16.4%	153 / 201 76.1%	15 / 201 7.5%
Female	19 / 188 10.1%	130 / 188 69.1%	39 / 188 20.7%
Māori	3 / 46 6.5%	34 / 46 74.0%	9 / 46 19.5%
Pasifika		1 / 1 100%	
NZ European	47 / 321 14.6%	232 / 321 72.3%	42 / 321 13.1%

Mathematics:	Below/Well below	At	Above
School-wide	32 / 389 8.2%	285 / 389 73.2%	72 / 389 18.5%
Male	12 / 201 6.0%	146 / 201 72.6%	43 / 201 21.4%
Female	20 / 188 10.6%	139 / 188 74.0%	29 / 188 15.4%
Māori	2 / 46 4.3%	36 / 46 78.3%	8 / 46 17.4%
Pasifika		1 / 1 100%	
NZ European	27 / 321 8.4%	238 / 321 74.1%	56 / 321 17.4%

Progress over time

At or above expectation	2019	2020	2021	2022	2023	2024
Reading	93%	90%	88%	91%	89%	92.5%
Writing	88%	88%	84%	86%	81%	86.6%
Maths	90%	86%	86%	86%	87%	91.7%

Summary:

- Achievement levels have increased across all three curriculum areas.
- Reading continues to be the area which we achieve the highest across the school.
- Males continue to have higher percentages than females below expectations in reading and writing but are higher in Maths.
- Females have more than double numbers above expectations in writing with 20% compared to 7% of males.
- Māori students' achievement in reading, writing and maths are above NZ European.
- The numbers of Pasifika students are so low (1 student) that the data is not reliable as a comparison in this data.

Next steps:

- The data needs to be cross referenced with e-asttle and PAT data (The Overall Teacher Judgements should be driven by this formal assessment) - this will support the validity of our results.

- We need to be able to monitor the progress of all students and track which students have made expected progress, accelerated progress or limited progress. Hero will allow us to do this effectively - including tracking groups over time.
- With the new curricula, the curriculum level expectations will change and, as a result, could impact on our data. For 2025, we must focus on which children continue to progress and which children are our priority learners.

What does this mean?

- **Targeted Support for Students:** Focus on providing additional support for students performing below expected levels, particularly in areas where progress has plateaued or declined.
- **Professional Development:** Deliver targeted professional learning opportunities for staff to address gaps in instructional strategies or to deepen understanding of new curriculum requirements - focussing on Maths initially. PD provided for literacy in Terms 3 and 4.
- **Curriculum Integration:** Strengthen the integration of literacy and numeracy across all learning areas to enhance contextual application and engagement - as per our new inquiry cycle.

Giving effect to Te Tiriti o Waitangi

At Oākura School, we are committed to honouring *Te Tiriti o Waitangi* by embedding its principles into our school culture, curriculum, and daily practices. Through authentic partnerships, the protection of te reo me ōna tikanga, and meaningful participation, we ensure that Te Ao Māori is woven into the fabric of our kura.

Partnership – Honouring Whanaungatanga

- Strengthened relationships with Ngāti Tairi, working alongside iwi and whānau to shape and uphold our school's tikanga.
- Regular *whānau hui* to engage with Māori whānau, ensuring their voices influence school decisions.
- Collaboration with local hapū and iwi to incorporate local histories, pūrākau (stories), and mātauranga Māori into our curriculum.

Protection – Upholding Te Reo Māori me Ōna Tikanga

- Whaea Monica has provided professional development to staff, equipping them with the knowledge and skills to integrate te reo, tikanga, and kaupapa Māori into their teaching practice, ensuring all ākonga feel supported in their learning.
- Development of 'Oākura School Tikanga' to ensure shared understanding and consistent practice of tikanga Māori across our kura.
- Investigating the establishment of a bilingual learning pathway, ensuring students have greater access to te reo Māori.

Participation – Enriching Learning and Leadership

- Increased opportunities for tamariki to engage in kapa haka, pōwhiri, and cultural experiences that celebrate Māori identity.
- Integration of Māori perspectives across all learning areas, ensuring a holistic approach to the curriculum.
- Student leadership opportunities within our Māori student rōpū, encouraging agency and a strong sense of identity.

Through these initiatives, we continue to give effect to *Te Tiriti o Waitangi*, creating an inclusive and empowering learning environment where all tamariki can thrive.

Statement of compliance with employment policy

The following questions address key aspects of compliance with a good employer policy:

Oakura School applies a range of policies to ensure that they are a good employer. These policies show our school's commitment to equal employment opportunity, diversity and inclusions and the elimination of barriers that cause or perpetuate inequalities in employment.

The related policies and documents are used to ensure Oakura School complies:

Equal Employment Policy
Employer Responsibility Policy
Health, Safety and welfare Policy
Bullying and Harassment Policy
Education and Training Act 2020
Employment Relations Act 2000
Human Rights Act 1988
State Sector Act 1988
Te Tiriti o Waitangi

The school is committed to:

- a. Providing equality of opportunity in employment irrespective of a person's sex, gender, gender identity, marital status, religious belief, ethical belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status or sexual orientation
- b. Developing and maintaining a workplace culture that values and support diversity
- c. Identifying and eliminating any institutional barriers that cause or perpetuate, or tend to cause or perpetuate inequality in respect of the employment of any person or group of persons
- d. Ensuring that all its policies and practices uphold the principles of equal employment opportunity
- e. Ensuring that all staff appointments are made solely on the basis of merit, and that all promotions, advancements, salary reviews and professional/career development opportunities are based solely on merit
- f. Improving employment opportunities for groups who are traditionally under-represented in either occupational groups or levels of seniority, in particular women, Māori and Pacific people

Every year the Oakura School Board of Trustees collects information from all staff to understand employment, health and wellbeing. This is tabled

and discussed at a Board meeting once a year. The principal of the school is aware of employees that need extra support and endeavors to ensure that this happens regularly.

Our school subscribes to the eAP Support Service which supports staff, this is regularly shared with staff and newsletters are forwarded monthly.

The Oakura School Board of Trustees budgets for professional development of staff which staff access regularly. This is inclusive of our support staff, administration staff, cleaners and grounds staff. Teachers take part in a Professional Growth Cycle annually and work towards improved practice around goals selected from the NZ Teaching Standards.

Good employer policies should include provision for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	Yes	No
Do you operate an EEO programme/policy?	Yes	
Has the policy or programme been made available to staff?	Yes	
Does the EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievement under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Statement of KiwiSport funding

KiwiSport is a government initiative aimed at increasing participation in sport for school-aged children. In 2024, Oākura School received \$5,931 in KiwiSport funding, which was used to enhance sporting opportunities for our tamariki.

These funds contributed to:

- Supporting the participation of students in inter-school and regional sporting events, including AIMS Games and local competitions.
- Providing coaching and skill development sessions to improve students' confidence and ability in a range of sports.
- Purchasing sports equipment to ensure all students have access to quality resources for both PE lessons and lunchtime activities.

KiwiSport funding has played an essential role in promoting active lifestyles at Oākura School, ensuring that all students have opportunities to engage in physical activity, develop their skills, and experience the benefits of sport.

Annual Financial Statements

(Attached Separately)